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ABSTRACT

More than 8,000 secondary school students participated in the AFS International exchange programs in 1983, and this document examines some of the research that investigates the impact of travel abroad and intercultural experiences on personality development. Cigdem Kagitcibasi, in a study of the effects of a 10-month program on student participants from Turkey, found that world-mindedness among the students increased and that authoritarianism and religiosity decreased. Robert A. C. Stewart examined the changes in values between New Zealand students who went abroad and their best friends. A survey of more than 200 former participants found that the AFS-sponsored students not only showed a greater decrease in ethnocentrism than their friends but that they also became more conservative. Norman L. Kauffman, in his study of the Goshen College (Indiana) Trimester Program on the personality development of student participants, found greater change than in other college students in: (1) a changed world view; (2) increased interest in the welfare of others; and (3) greater intrapersonal development. The conclusions were that those students who travel abroad were likely to alter their views regarding the host country. The factors that contributed to a significant difference were length of stay, age, and the sex of the participant. Additional research dealt with such topics as educational impact, attitude change, and the effect of travel on tourists. Thirty end notes are included. (NL)

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LITERATURE REVIEW: STUDIES OF THE IMPACT OF A TRAVEL-ABROAD EXPERIENCE

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RESEARCH REPORT **28**

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LITERATURE REVIEW:

Studies of the Impact of a Travel-Abroad Experience

prepared by Bettina Hansel
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1984

Studies of International Students

Students have traveled abroad to live and study since the time of the earliest universities.[1] After the Second World War, as travel became easier and cheaper, university-level travel and study abroad opportunities mushroomed throughout the world so that by the mid-1960s, some two percent of the world's university students were studying abroad.[2] During this same time, student exchange opportunities for secondary school students became widely available through such programs as AFS International/Intercultural Programs, Youth for Understanding, and others. In 1983, for example, over 8,000 secondary school students participated in the AFS exchange programs.[3]

On the AFS programs, students travel to another country to live for about two months on the Short Program, or for about 10 months on the Year Program. In almost all cases, the students live in host families as members of the family. Year Program students attend school in the host country, as do some Short Program students who are hosted in countries where school is in session at that time (most frequently, July and August). Students attend orientation sessions before they depart and while they are in the host country. Frequently they are offered orientation when they return home as well. Local volunteers, backed up by national-level staff in each country, provide counselling and support for the students. All travel, family placement, and when necessary, host family changes, are arranged by AFS.

A travel abroad experience like those offered by AFS and similar organizations has frequently been viewed as an excellent maturing and educational experience for young people. There is much anecdotal evidence that growth and learning do take place; the following report from a U.S. student who spent two months in Peru is just one example.

> "My AFS summer in Peru has been the most valuable experience of my life because it strengthened and enhanced the values I already had. The most significant effects of the summer were the changes I saw taking place in myself. I returned to the U.S. liking myself more than I ever had, ready to meet and set goals, to contribute, and to explore. AFS seemed like the beginning of a new life for me, at least the beginning of an adult life."[4]

To really understand how travel abroad experiences affect young people, though, one needs more than just anecdotal evidence. Various researchers have made efforts to test hypotheses about the impact of travel abroad experiences; the results of these studies are mixed. Most researchers were able to identify some changes that may be a result of the sojourn experience, but other factors were frequently involved. The results of these studies are reported below.

Impact on Personality Development. Probably the most thorough study of the impact of travel abroad on the personality development of young people is the work of Cigdem Kagitcibasi.[5] This research attempted to measure the effects on Turkish students of a ten-month AFS program. Over 200 subjects and 200 controls were studied over two program years, using a pre-test/post-test questionnaire. The control group consisted of Turkish secondary school students who were matched with the subject group according to family background and economic status. The questionnaire, which had been pilot-tested with a small sample, was made up of 118 questions and used a) two scales developed by Kagitcibasi, b) Srole's scale of Anomia, c) a shortened form of Sampson and Smith's Worldmindedness scale, and d) a shortened version of Rotter's I-E scale to measure internal or external control.[6] Kagitcibasi's findings show that AFS students are more likely to increase in worldmindedness than students who had no such experience abroad, and more likely to decrease in authoritarianism and religiosity. She also finds partial support for her hypothesis that AFS students whould show a greater increase in internal control (which relates to self-reliance) than those who did not participate in the program. Contrary to Kagitcibasi's expectations, AFS students did not increase more in their achievement values than the control group--both actually showed significant decreases--and, although AFS students showed a significant decrease in patriotism, so did the students who had not traveled abroad.

Another study, by Robert A. C. Stewart, examined the changes in values and the personality development that occurred in a group of New Zealand adolescents after an exchange year in the United States.[7] Stewart's two-part methodology used a survey of over 200 former participants in the AFS program to the United States from 1954 to 1969, and a pre- and post-test study of the AFS students who went to the U.S. for the 1970-71 school year with a control group consisting of their nominated best friends. Stewart used several previously tested scales in his research, including a) the Wilson-Patterson Conservatism Scale, b) a New Zealand adaptation of the Australian Ethnocentrism Scale created by Beswick and Hills, c) the Allport-Vernon-Lindzey Study of Values, d) the 16 Personality Factors of Horwarth and Browne, and e) the Shostrom Personal Orientation Inventory.[8] Stewart's study suggests that both AFS students and their friends decreased in conservatism over the year during which the AFS students are abroad; however, the returnees who were university students tended to be more conservative than the general population of university students in New Zealand. Ethnocentrism decreased for both groups, but AFS students tended to show a greater decrease in this characteristic than their nominated best friends who did not go abroad. The scale of 16 Personality Factors showed that AFS students became more conventional and more uncontrolled during their year abroad than did their nominated best friends during that same period of time. The Allport-

Vernon-Lindzey Study of Values scales showed some indication that the AFS students became more theoretical and more social over the year while the controls became less theoretical and substantially more social.

In addition to these scales, in reports from the returnees themselves in Stewart's study, 75% noted at least one favorable aspect of personality development, including self-confidence, independence, and self awareness; 1% reported negative personality development, such as a loss of confidence or stability. Others reported that the AFS experience had an impact on their academic and career interests.

Both these studies provide good indications that an AFS experience may affect personality development and the values held by the students; together they provide a sound basis for further research. However, neither attempted to measure the learning and the development of skills and awareness that may take place when living in another culture. Although the theoretical bases for these studies is generally sound, no systematic effort was made to use empirical data from exchange program students as a basis for the research hypotheses and in the creation of the questionnaires.

More recently, Norman L. Kauffman studied the impact of the Goshen College Study and Service Trimester program on the personality development of the participants.[9] Virtually all Goshen College students enroll in the Study and Service Trimester. In this program they spend the trimester in Honduras, Belize, Costa Rica, China, or Haiti, where they live with host families, attend classes, and work on a service project with a health or educational institution or a development program. In this study, Kauffman administered the Omnibus Personality Inventory to students from Goshen before their trimester abroad, immediately afterwards, and one year later.[10] At the same times, he administered the O.P.I. to students from two "sister" colleges who did not go abroad. In addition, Kauffman used structured interviews with the returning participants to determine their own views about the impact of the experience.

Kauffman's findings indicated that Study and Service Trimester program students showed greater change than the other college students in three areas of personality development: 1) a changed world view and increased interest in reflective thought, 2) increased interest in the welfare of others, and 3) greater intrapersonal development. One year later, the increases in thinking and altruism seemed to have persisted. When the returned students were questioned about what aspect of the experience had caused these changes, they reported the following:

- Of the students who showed increased interest in reflective thought and tolerance for ambiguity--35% of the students attributed this increase to the total cultural immersion and 24% attributed it to the service assignment.

- Of those who showed increased alturism--50% of the students attributed this change to the service assignment while 25% attributed it to the fact of total cultural immersion.

- Of those who showed changes in intrapersonal development--33% of the students attributed the changes to the service assignment, 30% to the bi-cultural milieu, and 19% to living with a host family.

Kauffman also found that the respondents who had spent their trimester in China or Haiti tended to score higher on certain O.P.I. scales than the students who went to the Central American countries.

Like the two previous studies mentioned, Kauffman used a deductive approach to his methodology. He employed a control group, and a pre- and post-test design. However, because a number of the returnees related the changes in their personality to the service assignment, the results of Kauffman's study are not completely comparable with the studies of AFS or similar students who do not have this type of experience.

Other researchers attempting to measure the impact of study abroad on personality development and personal values include Dennison Nash, who studied some University of Connecticut students who participated in a Junior Year Abroad program to France.[11] Nash's sample initially contained 41 study-abroad students and 32 French language student controls. These students were given questionnaires throughout the year, and there was some attrition of respondents in both subject and control groups so that by the fifth questionnaire, distributed almost a year later, only 16 subjects and 24 controls remained. Nash bases most of his findings on the differences between the first and fourth questionnaires, although it is unclear exactly how many remained in his sample by this time. Because of this small sample size and the variety of hypotheses Nash attempted to test, this study should probably be considered exploratory, and the results tentative. In addition, the rather cursory analysis Nash provides for several of the sentence completion items from his questionnaire add doubt to his findings. Nevertheless, Nash found evidence to indicate that the study-abroad students increased in their autonomy, that they showed an expansion or differentiation of self, and that they showed a greater increase in international affairs.

Educational Impact. Although it is largely assumed that students who study abroad would increase their foreign language ability and interest, very little research has addressed the question of the educational impact of an exchange experience.[12] An exception is the work of Joseph O. Baker, who has studied the long-term affects of a semester abroad program (in Salzburg, Austria) on the academic interests of Brigham Young University students.[13] Although Baker only employs a post-test questionnaire, his study has a number of strengths that most studies employing a one-time survey do not. The primary strengths of this study are its long-term focus and the carefully selected control group. Because B.Y.U.'s alumni student records are computerized, Baker was able to used a "matched pairs" technique in which the students who participated in a study-abroad semester ten years previously were matched according to sex, hours of credit prior to the study-abroad semester, age, grade point average, and declared academic major, with other B.Y.U. students enrolled at that time who did not go abroad. Because of this careful matching, the accuracy of the results is greatly increased, even when the sample sizes are fairly small, as they are in Baker's case.

Baker's study found that the study-abroad students showed a greater enrollment in foreign languages than the controls not only in the semester prior to their departure (in which 94% of the future study-abroad students were enrolled in German language courses) but also in their semesters at B.Y.U. following their semester abroad. The percentage of language majors in the subject group increased slightly (13%) while there was a 50% drop in language majors in the control group. Also, the faculty who went abroad with the students on the program appear to have influenced them in their academic interests. Students on the semester-abroad program showed a tendency to shift their academic majors toward the interests of the faculty who were on the program, while those in the control group showed a tendency to shift away from these same majors. In the questionnaire used, over three-fourths of the study-abroad group reported that the semester abroad had had considerable impact on their interest in world affairs and on their understanding of cultural differences in the world. A majority of the students in this group also reported that the experience had had considerable impact on their understanding of social and ethnic differences in the U.S., on their self-confidence, on their ability to communicate, and in making them more interesting people. Students also reported considerable impact in their interest in the arts, which may also reflect the influence of the faculty who were on the program.

Studies on Attitude Change. A greater number of studies have been done that focused on changes in attitudes and prejudices with respect to the host nationality. For example, H. P. Smith's 1955 study concluded that a brief sojourn in another culture had little impact on attitudes.[14] He found a decrease in favorable attitudes toward France and Germany among U.S. students who had traveled there, but an increase in favorable attitudes toward host nationals among U.S. students who had traveled to England. A 1964 study by E. W. Leonard, however, looked at attitude change in students who had been abroad from seven to eight months.[15] In this study, the students who had been abroad did show a significant shift in attitudes. This shift was greater than that measured by Leonard for other students tested in their Freshman and Senior years. The differences between the findings of Smith and those of Leonard suggest that brief experiences in another culture may not be capable of producing the type of attitude changes that may be found following longer sojourns in another culture.

More recently, John E. Hoffman and Itai Zak attempted to relate change in attitudes toward another nationality with the amount of interpersonal contact a person had with people of that nationality.[16] Hoffman and Zak studied the attitudes toward Israel and Jewishness held by Canadian and U.S. Jewish students hosted in an Israeli camp. Students were given a pre-test questionnaire during the flight to Israel and a post-test questionnaire at the end of the camp. The North American students at the camp were rated on two occasions by four counselors with respect to the extent of their contact with Israeli peers. The results of the Hoffman and Zak study indicated that the high contact group had a significant average increase in their affect toward Israel and Jewishness in every scale while the low contact group decreased their affect in three measures and remained constant in the other six. High and low contact groups also differed in their responses to open-ended questions. Content

analysis of the responses to these questions showed that 80% of the references made by the high contact students, and 33% of the references made by the low contact students, concerned human contact. In contrast, 60% of the references made by the low contact group, and 19% made by the high contact group, mentioned non-personal categories such as scenery, the development of the country, etc. Since all students presumably had equal opportunities for contact with their Israeli peers, the amount of contact a student had with the Israelis is more or less a matter of choice and personality. Hoffman and Zak call for further research to determine if the amount of contact is what influences change in attitudes, or if some other factor, perhaps related to personality, influences both.

A 1976 study by James A. Vornberg and Robert T. Grant explored these issues further.[17] Their study concerned adolescents from the U.S. and Canada who were living with their families in Sao Paulo and attending the American school there. A pre-test questionnaire was administered to 44 newly arrived students; it comprised 1) the Modified Ethnocentrism Scale, 2) the Scale to Measure Attitudes Toward Defined Groups, 3) the Attitudes Toward School Integration Scale, and 4) the Social Distance Scale.[18] Students were also asked to write a composition focused on their attitudes about coming to Brazil and their previous contact with other racial and ethnic groups. One year later the questionnaire was repeated, and students were again asked to write a composition; this time the focus was on their attitudes toward living in Brazil and the extent to which they had become familiar with Brazilians and their culture.

Vornberg and Grant do not find enough evidence, possibly because of their small sample size, to conclude that living in a foreign culture leads to a significant change in ethnocentrism. Other factors, such as the student's grade point average and the family's mobility, also seem to influence change in ethnocentrism. After a year, the students did show some significant changes in their Social Distance with respect to specific ethnic groups. In this case, students showed a greater increase in affect toward distant or unfamiliar ethnic groups than they did toward Brazilians or toward ethnic minorities in North America. Attitude changes appeared to be related to sex, achievement, and age of the subjects. Boys, students with high grade point averages, and younger students all showed greater, more favorable changes in attitudes. Although Vornberg and Grant's methodology had much to recommend it, their results are limited by the small sample size and the lack of a control group. In addition, the researchers found that their subjects expressed some difficulty with parts of the research instrument.

Attitude change was also studied by Otto Klineberg and Frank Hull in a project involving foreign students in eleven countries.[19] Their findings included little to indicate that change in attitude toward host nationals was necessarily brought about through the study-abroad experience. They found that the foreign students were frustrated in their attempts to make contact with the local population. This inability to develop contacts may have contributed to the slight decline in favorable attitudes toward host nationals on the part of foreign students.

The work by Deborah K. Sell and Richard B. Craig investigated changes in the attitudes of study-abroad students at the individual level.[20] By using Q-sort methodology, Sell and Craig were able to identify different types of attitude change in different types of individuals. They concluded that most students undergo a profound change in attitudes toward the host nationals, but that there is a diversity of view points to begin with, and these views change in different ways. Sojourners who begin with a romantic image of host nationals might gain a more realistic but less positive image of their hosts; others with different stereotypes are likely to alter their views in different ways. They also found that an orientation course alone can dramatically alter the attitudes that students may have; for some students the impact of the semester-long orientation course was apparently greater than the impact of the semester actually spent abroad.

These studies all show that changes in attitudes toward the host nationals are affected by a number of things besides the sojourn itself. It seems also that different students begin with different attitudes and personalities, and this certainly affects how these attitudes change.

Psychological Effects of Living Abroad

A person who lives abroad for a year or more may experience some profound changes as a result of this experience. Those who live abroad generally have more opportunities to come into contact with host nationals than the typical tourist does. They need to adjust to the local culture at least to some extent in order to survive in the foreign country.

Research by Sydney Werkman shows that living overseas can have a significant psychological impact on an adolescent.[21] Through his clinical practice as a psychiatrist and through survey research, Werkman has studied U.S. American teenagers who lived overseas with their families and compared them with other U.S. teens who had not lived abroad. Hundreds of students were involved in his study.

Werkman found several areas in which teenagers who had lived overseas were psychologically different from those who had only lived in the United States. Notably, overseas adolescents became more isolated than their U.S. counterparts. They tended to have fewer friends and did not view "belonging" as being as interesting or as important as did their peers in the U.S. They did not see the mother as being as important as the U.S. American students did, and they generally showed themselves to be more self-reliant and individualistic and less group or people oriented than those who stayed in the United States. In one sentence completion item, for example, "Where I really belong and feel comfortable," some 81% of the American-based students mentioned being with people compared with 46% of the overseas group. In contrast, 38.7% of those living abroad mentioned places and only 4.1% of those who remained in the U.S. did so.

Adolescents who live abroad, according to Werkman, are forced to work out their problems in relative isolation. They must depend on their own strengths, as their support systems are gone. Even though these stu-

dents were living with their parents, they may not be able to rely on their parents as much since they, too, are adjusting to the new culture. Returning to the home country can be particularly traumatic, he noted, as adolescents may have more trouble developing their identity without the context of a consistent culture.

Werkman points out that the problems of adolescents living overseas do not necessarily mean that these students are any less healthy psychologically. They may be less secure, but they are more sensitive. They must develop an unusually strong sense of self and be better able to tolerate ambiguity than those who have not had such an experience. The coping strategies developed by overseas teenagers, Werkman noted, "can be seen as highly mature and adaptive for adult life."[22]

Studies of Travelers and Tourists

Many people who have addressed the question of the impact of travel abroad on the individual traveler have distinguished between mere tourists and those who become more deeply involved with the society they are visiting. James Duncan, for example, noted that tourists generally avoid extensive contact with host nationals and, as a result, they are unlikely to find any reason to question their assumptions.[23] On the other hand, Duncan finds evidence that those people who do come into contact with the people in a different culture may experience "culture shock," (or "de-reification" in Duncan's terminology) where the familiar cues one would follow to function in the home culture are absent and the assumptions one held at home are called into question by the experience in the foreign society.[24]

A similar distinction between mere tourists and those with real cross-cultural experience was made by Erik Cohen in his study of tourism. Cohen noted that all tourists experience some things that are novel and some familiar things in their travel abroad.[25] He differentiated between the institutionalized tourist--who maintains a basically familiar environment while seeing new sights in the host country--and the non-institutionalized tourist--who attempts in some way to associate with the culture and people. He indicated that the institutionalized tourists gain only superficial knowledge of their host country, possibly reinforcing existing stereotypes, whereas the non-institutionalized tourist presumably gains a broader and deeper understanding of the host culture. Daniel Boorstin made this same distinction between the traveler, who is working toward some goal of understanding the culture, and the tourist, who can gain a superficial and misleading understanding of the host society.[26]

Cohen's typology of tourists includes four types: 1) organized mass tourists, 2) individual mass tourists, 3) explorers, and 4) drifters. The first two types are institutionalized tourists, who depend on guide books or guided tours to visit the places and see the sights that are usually seen by tourists. Explorers and drifters are non-institutionalized tourists. The explorer associates with the local people and tries to understand their culture, but remains somewhat apart as an outside observer. The drifter is the tourist who becomes almost completely immersed

in the host culture, trying to live as the members of the host culture live. "The drifter becomes physically and emotionally involved in the lives of the members of the host society."[27] The word "drifter" however, seems to imply a lack of ties to any one place or community. Tourists who roam from one community to another with no apparent itinerary may not actually become immersed in the culture of the host society, but instead may interact exclusively with other travelers like themselves.

While no formal attempt has been made, apparently, to measure the effect of drifting or wandering on a person who travels in this fashion, Cohen is not the only one to explore this theme. Jay W. Vogt noted in his essay on wandering and youth that the purpose of this type of travel is to achieve personal growth through experience.[28] Vogt contended that the wandering experience is seen as an opportunity for the young person to exert some independence, to become adaptable, resourceful, and open-minded. Young people are better suited for this type of experience, Vogt maintained, since they are less likely to have children, more likely to be healthy, and probably lack the fear of psychological difficulties--all of which can serve as barriers to travel.[29]

Vogt suggested that learning can result because of the stimulation to the senses that is caused by a new environment. It can also train the sojourner to relate to new people and to deal with new situations. The traveler learns through exposure to new things and by being detached from the familar environment, and in this way gains a new perspective on his or her own country and a new self-understanding.

The notion that even a two to three-week package tour can affect the tourist was investigated by Philip L. Pearce.[30] His study of British tourists to Greece and to Morocco found that the travelers showed a number of changes in attitudes and beliefs while a similar group of Britishers who were interested in travel, but could not join these particular tours for time-scheduling reasons, showed no significant change.

Pearce used pre-test and post-test questionnaires to determine the respondents overall evaluation of the two nationalities and of British culture, to determine how confidently these views were held, and to determine the extent to which the respondent was able to differentiate between ethnic and racial sub-groups in Greece and Morocco. The tourists to Greece and to Morocco differed from each other somewhat in their responses, but both groups showed that their previously held stereotypes about the host country, and to some extent, about Britain, had been altered while no such change was shown in the control group. Tourists were most likely to change the views that were intially held least confidently, however, indicating that a two or three-week tour may not be enough to cause a person to question deeply held prejudices and stereotypes. The tourists also generally felt more confident in their beliefs about Greeks and Moroccans after the tour. Pearce also found that tourists showed no improvement generally in their ability to differentiate between cultural sub-groups. This study seems to indicate, then, that tourists on a brief package tour will change their weakly held beliefs to fit with their experience in the host country, but are more likely to maintain the beliefs that they initially held with great confidence. It

also seems that an experience of this type does not enable the tourist to learn much if anything about the composition of the society in which he or she is vacationing.

The depth of the impact of an international travel experience may depend on the duration of the stay and the amount and quality of contact with members of the host society. However, it seems from Pearce's study that even short visits in other cultures can have an impact on the tourist, and perhaps, as Vogt suggested, the novel environment itself can lead to learning.

Conclusion

All of the studies reported here have attempted to examine how particular groups of people are affected by the experience of going abroad. It seems that those going abroad are likely to alter their views concerning the host country and return home with a different perspective on their own culture. This even occurs on a two- to three-week package tour, apparently. Brief experiences in other countries with limited contact with members of the host society may not affect the travelers in many other ways, but previous studies have not been able to determine how the length of the sojourn might affect the outcome of the experience.

Young people staying in another country for several months or more may become less authoritarian in their outlook. They may become more concerned with the welfare of others; they may become more conventional; they may become more isolated and self-reliant. Their interests may change. They may become more introspective. All of these changes were discovered by one or more researchers, but because the types of experiences they studied varied greatly, it cannot be assumed that these are universal outcomes of a lengthy sojourn in another culture. For example, it was Mennonite college students working on a study and service project in Central America who became more altruistic. It cannot be assumed that the New Zealand secondary school students who spent a year living with a host family in the U.S. would necessarily become more altruistic. Similarly, U.S. American adolescents living abroad with their own families may become more isolated, but college students enrolled in a semester study-abroad program may not have that outcome. Although each of the studies reported suggests outcomes from the particular group and the particular type of experience examined, it is impossible to say with any certainty the extent to which these outcomes may also result from another type of sojourn experience.

From the studies discussed here, several factors can be identified that may make a significant difference in the sojourn experience, and therefore, in the outcomes of that experience. These are listed below.

- length of the sojourn
- the frequency and quality of the contact with the host nationals

- the nationality of the sojourner and the type of community he or she is from
- the country and size of community in which the sojourn takes place
- the age and sex of the sojourner
- the activities of the sojourner while in the host country
- the attitudes of the sojourner prior to the experience

This list is not exhaustive, but it does name several points that need to be taken into account when studying the effects on the sojourner of an experience abroad.

NOTES

[1]Ingrid Eide, Students as Links Between Cultures, (Oslo: Universitetsforlaget, 1970), Foreword.

[2]Ibid.

[3]1983 Annual Report, AFS International/Intercultural Programs, p. 6.

[4]This and other quotes from students are from the students' replies to the optional "free response" item on the Impact questionnaire used in this study.

[5]Cigdem Kagitcibasi, "Cross-National Encounters: Turkish Students in the United States," International Journal of Intercultural Reslations, Vol. 2, No. 2 (1978), pp. 140-59.

[6]L. Srole, "Social Dysfunction, Personality and Social Distance Attitudes," Paper presented to the American Sociological Association, 1951; L. Srole, "Anomie, Authoritarianism and Prejudice," a letter to the editor, American Journal of Sociology, Vol. 62 (1956), pp. 63-67; D. L. Sampson and H. P. Smith, "A Scale to Measure World-Mindedness Attitudes," Journal of Social Psychology, Vol. 45 (1957), pp. 99-106; and J. B. Rotter, "Generalized Expectancies for Internal Versus External Control of Reinforcement," Psychological Monographs, Vol. 80, No. 1 (1966), pp. 1-28.

[7]Robert A. C. Stewart, "Personality Change: The Effects on New Zealand Adolescents of a Scholarship Exchange Year in the U.S.A.," in Adolescence in New Zealand, (n.p.: Heinemann, 1976), pp. 12-23.

[8]G. D. Wilson and J. R. Patterson, "A New Measure of Conservatism," British Journal of Social and Clinical Psychology, Vol. 7 (1968),

pp. 264-69; D. G. Beswick and M. D. Hills, "An Australian Ethnocentrism Scale," Australian Journal of Psychology, Vol. 1, No. 3 (1969), pp. 211-25; G. W. Allport et. al., Manual Study of Values , 3d. ed. (Boston: Houghton Mifflin, 1960); E. Howarth and J. A. Browne, "An Item-Factor-Analysis of the 16 P.F.," Personality: An International Journal, Vol. 2 (1971), pp. 117-40; Shostrom (1963), no reference available; R. A. C. Stewart, Factor Analysis of the Items Composing the Shostrom Personal Orientation Inventory, unpublished manuscript, Massey University, Palmerston North, 1972.

[9]Norman Kauffman, The Impact of Study Abroad on Personality Change, Ed. D. Dissertation, Indiana University, 1983.

[10]P. S. Heist and G. Yonge, Material for the Omnibus Personality Inventory, (New York: The Psychological Computator, 1968).

[11]Dennison Nash, "The Personal Consequences of a Year of Study Abroad," Journal of Higher Education, Vol. 47, No. 2 (1976), 191-203.

[12]One study currently underway is a project by the European Institute of Education and Social Policy, under the direction of Alan Smith. This study will focus on the impact of the study of study abroad on academic performance, language skills, professional careers, and attitudes toward foreign cultures. Results should be available in 1986.

[13]Joseph O. Baker, "A Longitudinal Study of the Impact of Study Abroad on Academic Interests," Paper presented at the annual conference of the International Society for Educational, Cultural, and Scientific Interchanges, Cincinnati, May 23-25, 1983.

[14]H. P. Smith, "Do Intercultural Experiences Affect Attitudes?" Journal of Abnormal and Social Psychology, Vol. 55 (1951), pp. 469-77.

[15]E. W. Leonard, "Attitude Change in a College Program of Foreign Study and Travel," Educational Record, Vol. 45 (1964), pp. 173-81.

[16]John E. Hoffman and Itai Zak, "Interpersonal Contact and Attitude Change in a Cross-Cultural Situation," The Journal of Social Psychology, Vol. 78 (1969), pp. 165-71.

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